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ABSTRACT

Provided is a guide for school districts interested in adopting the Helping Eliminate Early Learning Disabilities (HEELD) Program, an early childhood learning program developed and operated in Oregon. The HEELD program is described, and guidelines for implementing the four phases of the program are presented. Sections cover each of the phases as follows (sample topics in parentheses): (1) program planning and teacher training (training of staff and coordination with other teachers), (2) selecting students and involving parents (locating the children and parent groups), (3) classroom instruction (classroom strategy, testing, and record-keeping), and (4) summer "maintenance" and first grade (final testing and followup through second and third grades). Appended material includes a selected bibliography and lists of suggested instructional and testing materials, sample report forms, and a sample learning packet for home use during the summer. (IM)

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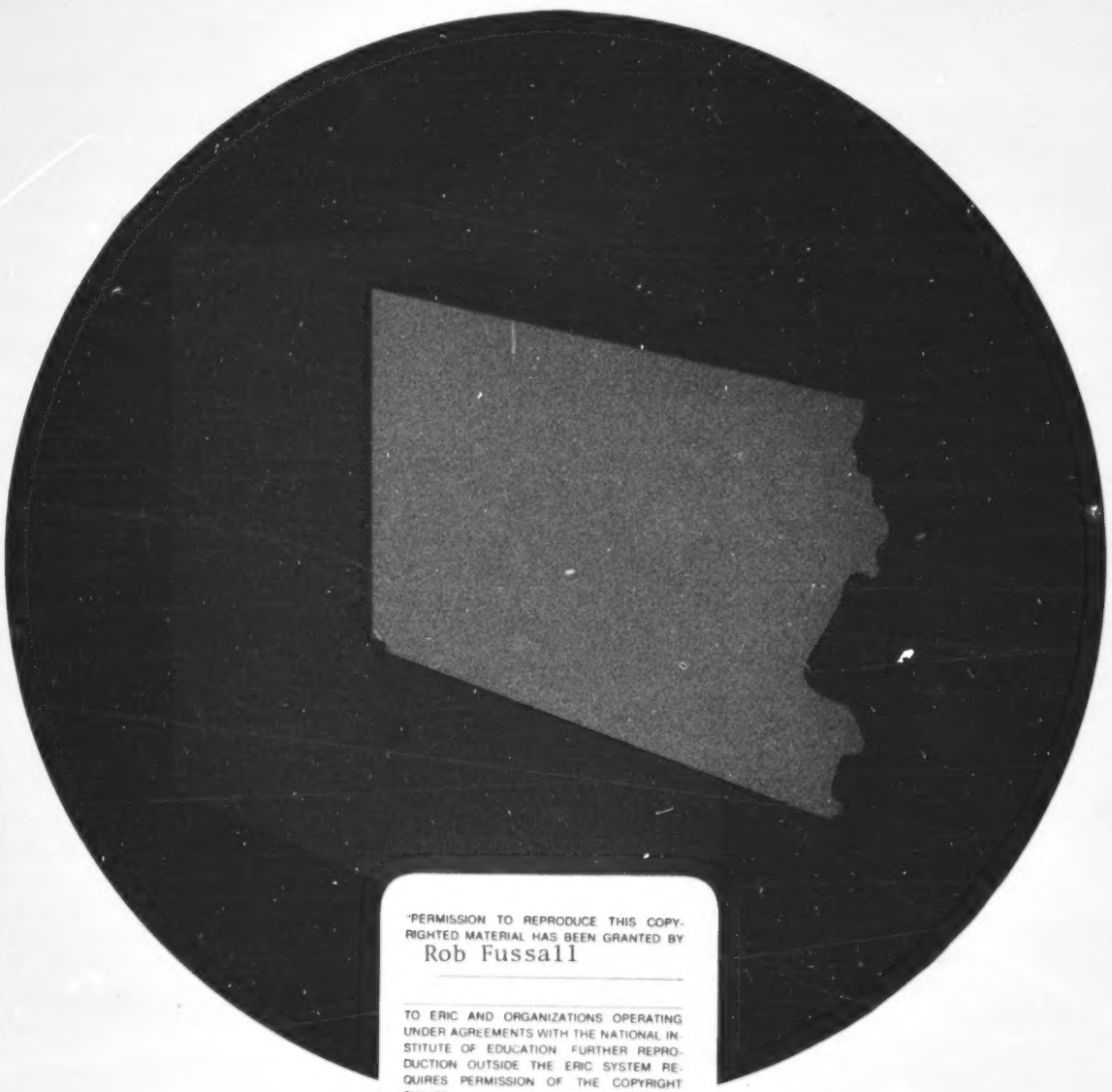
HELPING ELIMINATE EARLY LEARNING DISABILITIES (HEELD)

CENTRAL POINT
SCHOOL DISTRICT NO. 6
JAMES TACCHINI,
SUPERINTENDENT-CLERK

AN ADOPTER'S GUIDE
1976



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HELPING ELIMINATE EARLY LEARNING DISABILITIES (HEELD)

This adopter's guide is the product of an early childhood learning program developed and operated by School District No. 6, Central Point, Oregon from 1971 through June 30, 1976. Supported by funds granted by the Oregon Department of Education through Title III, Elementary and Secondary Education Act, the HEELD program was conducted at seven sites within the District and was later validated at three other sites elsewhere in Oregon.

HEELD is included in the Promising Practices Inventory of the Oregon Department of Education. The Promising Practices Inventory is published in conjunction with EDU-GRAM, a newsletter of the Oregon Department of Education issued monthly to all educators.

Comments and suggestions about HEELD and this guide will be of interest to the Central Point District, and of help to other districts who prepare adopter's guides. Readers are asked to fill out and return the questionnaire that appears as the last sheet of the guide. The questionnaire is to be returned to the Department of Education.

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HEELD: SUCCESS AT AN EARLY AGE

More children ready for the challenges of first grade . . . fewer first-graders lost in a strange sea of sounds they cannot understand . . . more parents supportive of a school system that has taken a keen interest in the learning problems of their five-year-olds . . . more children doubling the rate of their physical and mental growth. . . .

These are some of the outcomes a school district may expect as it adopts HEELD: Helping Eliminate Early Learning Disabilities.

HEELD, like most promising practices in education, grew out of the need to solve a serious problem. More and more of the children in the first grade at Central Point, Oregon, were progressing at less than a satisfactory rate. Metropolitan Readiness Test scores showed that 20% of those entering first grade in 1967-1968, for example, were in the lowest "D" and "E" categories, indicating that at least one fifth of all first graders in the district were poor risks for starting school. By 1971-1972, the numbers scoring "D" and "E" had increased to 36%. At fault were low visual discrimination and visual-motor skills, poor coordination, and a low level of language development. These led to learning difficulties and, in turn, to unacceptable behavior.

What could be done? The strategy of Central Point's instructional staff was to focus on the pre-schooler. A program would be designed to identify the five-year-olds that have visual, motor-perceptual and language disabilities. These children would be provided with an enriched pre-school program to help overcome their disabilities before entering first grade.

Equally important, this would be a program to help children improve their feelings of self-worth. Children would experience success in learning by being challenged only to the extent of their individual abilities. They would begin to see themselves as "winners" in their own world.

Funds available through Title III, ESEA, were awarded to Central Point School District No. 6, and Project HEELD was launched in August 1971.

MEETING NEEDS AT CENTRAL POINT

The HEELD project began with seven teachers, hired half time, and 105 children. Classes were held in the communities of Central Point, Sam's Valley and Gold Hill, suburban and rural communities adjacent to the city of Medford with concentrations of low socio-economic and culturally deprived families.

At the end of the first project year (June 1972), children scoring in the low readiness range had dropped from 36% to 17%. 1974 results showed a further reduction to 11.5%, and 1975 results were 11.7%. These were the scores of those enrolled in first grade. But the scores of five-year-olds enrolled in the HEELD Program were even lower. In 1975, for example, only 4.5% of the kindergarteners (including HEELD enrollees) scored as low as "D" or "E" on the Metropolitan Readiness Test.

HEELD has been validated at Ashland, Oregon, a college town south of Central Point, and at Prospect, a mountain community to the north--both in Jackson County. A third validation site has been at Falls City, a rural community in the Willamette Valley west of Salem.

EVALUATION CONFIRMS SUCCESS OF HEELD

In its evaluation of the first three years of the project, the Northwest Regional Educational Laboratory found that "there exists substantial evidence that HEELD has attained its major goal: i.e., a reduction in the number of children within the district who perform poorly in readiness items upon entering first grade." An evaluation of the experiences with HEELD at the validation sites suggests that "results obtained by the Project can be obtained at other schools even with limited

modifications of the HEELD model." Laboratory evaluators did not find a long term impact upon the social behavior of the children involved in the HEELD programs, but concluded that the reading performance of HEELD children, when compared with control groups, exceeded that of the comparison groups by about two months at the end of the first grade, about three months at the end of second grade, and about seven months at the end of the third grade.[1]

Furthermore, it is evident that a HEELD child may average a two-month mental age gain for each month in the program. His or her physical skill development can progress at the same rate.

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[1]HEELD evaluation reports have been deposited in Audit and Documentary File No. 75-5, Northwest Regional Educational Laboratory. The file is available on request from the Laboratory, 710 S. W. Second Ave., Portland, OR 97204.

THE HEELD PROGRAM

HEELD is conducted in four phases:

1. Program planning and training of teachers and aides;

2. Selecting participating five-year-olds and involving parents;

3. Classroom instruction; and

4. Summer "maintenance" and entry into first grade.

A HEELD program can be established and operated during its first year according to the following schedule:

1. July--budget year begins, staff hired.

2. August, September, October--staff training begins, potential enrollees identified, program coordinator (or one of the teachers) makes initial home visits, teaching teams make follow-up visits.

3. November through June--classroom instruction followed by use of learning packets at home during summer, OR,

4. January through August--classroom instruction in regular school session followed by summer school.

In its second year, a HEELD program can conform more closely to the school calendar. In August, additional staff training is held for two weeks, and home visits with new HEELD enrollees begin. HEELD classes begin in early fall as soon as the visits are completed.

HEELD may be operated as an adjunct to the district's kindergarten program or it may become an integral part of kindergarten. If the latter option is chosen, the entire kindergarten program can adopt, immediately or over time, the methods and procedures of HEELD.

ANTICIPATING COSTS

Districts budgeting for a HEELD program can anticipate expenditures in the following categories:

- Teacher salary at one-half FTE.
- Assistant teacher at four hours per day based on hourly rate for non-certificated employees.
- Mileage for home visits.
- Teaching materials, supplies.
- Indirect costs (rent, heat, light, etc.).

An adopting district may expect second-year costs to decline somewhat, since such start-up costs as initial staff orientation and training and the purchase of non-expendable materials and equipment may not continue beyond the first year.

Furthermore, it is important to note that screening, counseling and referral services are offered by HEELD to all five-year-olds in the district and not only to those who ultimately enroll in the program. In budgeting for HEELD, the district may wish to establish an FTE cost per kindergarten child and operate the kindergarten program (including HEELD) within that cost figure.

On the basis of approximately 230 pre-schoolers served (of which 105 were enrolled), Central Point's costs per FTE student have been:

	1974-1975	1975-1976
FTE K-12	$1,000 +	$1,136
FTE K	$1,206	$ 980

USING THIS GUIDE

Previous paragraphs have briefly described HEELD and have summarized the history and evaluation of the program.

The following pages explain how a school district can adopt HEELD for its own use.

The guide is organized according to the four phases of a HEELD program as listed on page 5. The phases are sequential, but planning the program and training the teachers to complete Phase 1 cannot be accomplished without full understanding of the other four phases. It is suggested, therefore, that the staff of an adopting district begin planning with a thorough review and discussion of the entire guide. When planning is complete and the program is in operation, the guide can continue to be useful as a resource in the training of teachers and aides, and as a reference.

USING OTHER RESOURCES

As this publication goes to press, the original HEELD Program at Central Point is in its last few months of federal support. Central Point staff members have offered other districts direct consultation and opportunities to participate in workshops and internship programs.

Since dissemination of HEELD beyond June 1976 has not been determined, queries should be directed to the HEELD Project Director, Central Point School District, 451 N. Second, Central Point OR 97501 (503/664-3341) or to the Specialist in Early Childhood and Primary Education, Oregon Department of Education, 942 Lancaster Dr. NE, Salem OR 97310 (503/378-3602).

PHASE 1: PROGRAM PLANNING AND TEACHER TRAINING

PROJECT STAFF

A building principal or a kindergarten coordinator can administer the HEELD project in addition to his/her other duties. Or a kindergarten teacher can be assigned the coordination of HEELD on a part-time basis.

A student-teacher ratio of at least 8:1 is essential to the success of a HEELD project. Fifteen children per class is considered ideal. Each class should be staffed with a certified teacher and at least one instructional aide.

Certified teachers with experience in the primary grades, or teachers who are otherwise qualified, are selected. Teachers should show evidence of being creative and interested in trying new and varied methods of teaching. Qualifications for aides are the same as for teachers except for the certification and experience requirements. Aides should have at least a high school education.

THE TRAINING OF STAFF

The success of HEELD is method rather than material. Hence, the importance of staff training.

Competencies. Experienced teachers will bring with them a range of competencies. An ideal training program would assess existing competencies against those considered necessary for HEELD, and then design the training to develop any competencies found deficient.

Basically, HEELD teachers will need skills in diagnostic and prescriptive techniques and in the techniques of providing individualized, sequential learning appropriate to the skill level of each child. Teachers will also need skills in administering tests.

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In addition, HEELD teachers must be competent in establishing rapport with parents and in functioning as a member of a teacher-parent team. And, of course, teachers and aides must be able to explain to parents and others the purpose, rationale, and methodology of the HEELD project.

Training Strategies. Seminars and group discussions relating to specific topics, led by university or department of education specialists, can be used to introduce new techniques and review methods and materials that are still proving useful. Aides should definitely be included in these sessions. Their skills and support are essential to the success of the project.

Training in test administration will take a good share of the time available for staff development (p. 24). The Central Point staff spent several days examining Bender Gestalt designs and the Peabody Picture Vocabulary test. Teachers took the tests, and practiced giving the Peabody to each other. The Frostig Test of Visual Perception and the APELL Test were also administered and scored in practice sessions. The staff became familiar with the Weschler Intelligence and Illinois Test of Psycholinguistic Abilities--tests that must be administered by persons trained in individual testing.

Considerable time should be spent on the techniques of home visitation. Details about the homes to be visited should be known by the time the staff reaches this point in their training. Using discussion and role playing techniques, teachers can develop skills in being positive, open, and accepting in relations with parents.

Staff should be encouraged to participate in as many outside in-service experiences as possible.

COORDINATION WITH OTHER TEACHERS

Children selected for the HEELD Project may already be enrolled in a kindergarten. They will ultimately enter first, second, and third grade classrooms where the outcomes of their HEELD experience will affect their learning. It is important, therefore, that kindergarten and elementary teachers become fully aware of HEELD and be given opportunities to suggest policies and procedures. Coordination with these teachers can be accomplished through written communications and special meetings. Consideration can also be given to formation of a HEELD advisory committee which would include representation from the kindergarten and elementary teaching staff.

LOCATING THE CHILDREN

The first task is to identify as many as possible of the children in the district who are five years old on or before November 15 (or whatever the cut-off date for school enrollment may be). School census and enrollment forms that list younger family members can provide some information. Another technique is to send letters to parents of enrolled children that explain HEELD and include forms on which names and addresses of prospective participants can be returned to the district. And, of course, the media can be used. Articles and a paid ad in newspapers, and announcements on radio and television, alerted Central Point parents to the HEELD Program. A story that appeared in the Medford Mail Tribune is reproduced in this guide as Appendix A. The district also arranged to have a letter about HEELD enclosed with all Central Point water bills.

Another potential source of participants is enrolled kindergarten students and first graders who show early evidence of learning difficulties.

Since new families move into the district throughout the year, canvassing of potential HEELD enrollees should be a continuing process.

VISITING THE HOMES

Once the five-year-olds (and first graders showing evidence of learning difficulties) are located, the project coordinator (or a teacher) visits each home. Appointments are made by the secretary. In case of homes without phones, the coordinator calls at the home when in the neighborhood and conducts the visit at that time or schedules a later visit. When both parents work during the day, visits are scheduled for the evening. Each visit lasts about 45 minutes and an effort is made to schedule all the families in one area on the same day.

The primary purpose of the initial home visit is to explain the program and make a preliminary assessment of the child's potential for learning in school. The importance of being concerned for the child's success in school before he or she enters first grade is stressed. The procedures and methods of the HEELD program are explained.

Through observation and discussion, the project coordinator tries to identify any major problems the child may have that are related to speech, vision, coordination or language skills.

At Central Point, the HEELD coordinator managed to make 180 home visits over a period of two and a half months. The rest of the 213 families on the list of potential enrollees were contacted by phone.

FOLLOW-UP VISITS BY TEACHING TEAMS

The coordinator's initial visit to each home is followed by two or more visits by a teaching team. The children are divided among the teaching teams and each child is visited in his or her home. The purpose of the visits is to continue to build rapport with the families and begin the testing process. Each visit lasts about 45 minutes.

The team uses a variety of devices to "break the ice" with the child: telling stories, drawing pictures, pencil-paper activities, etc. The Parent's Handbook (discussed on the following page) is presented to the parents.

The teams's second visit to the home can be used for testing. The Bender-Visual Motor Gestalt Designs and the Peabody Picture Vocabulary Test are administered. While one team member gives the tests, the other can obtain information about the child for school records.

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It is important that the child being interviewed and tested by a given teaching team continue with that team into the instructional phase of the program.

If scheduling becomes a problem, it is possible to combine the initial and follow-up visits and accomplish the orientation and testing in one call to the home of the prospective HEELD enrollee.

THE PARENT'S HANDBOOK

Adopting districts may find it useful to prepare a handbook or guide for parents to use during the time their child is involved with HEELD. A small, readable handbook that describes the characteristics and learning needs of five-year-olds can help parents provide the at-home support that is necessary to the development of their child in school.

Such a publication, Your Child and You, was produced by the pilot project at Central Point. Copies are available as long as they last by writing Project HEELD, Central Point School District No. 6, 451 N. Second St., Central Point OR 97501.

SELECTING THE STUDENTS

Parent Decision. During the initial contact with parents it should be emphasized--particularly in the first year of a HEELD project--that there may not be room for their five-year-old in the program. When the initial screening is completed, the number of eligible children may exceed the number of available spaces.

Also, parents should understand that they may withhold their child from the program. Parents

may be satisfied with the kindergarten in which their child is enrolled, may wish to delay their child's entry into school one more year, or may simply be unable to accept the fact that their child has a "problem." These and other reasons may cause parents to decline the invitation to HEELD.

Staff Decision. If interest and need exceed available space in the program, an adopting district will have to establish an arbitrary screening process. Central Point set these priorities:

1. Those with Bender scores of 17 or above and an IQ of 90 or below.

2. Those with Bender scores of 17 or above or an IQ of 90 or below.

3. Those judged, subjectively, by staff to have specific needs: i.e., speech problem, general immaturity, observable hyperactivity, hearing loss, indications of a social problem, etc.

4. Children in first grade experiencing observable early failure.

Parents of children declared eligible for admission to HEELD are sent invitations and commitment forms. As parents commit their children to the program, each child is assigned to a class site nearest his or her home. If parents choose not to enroll their child, the next child on the list is invited to participate in the program.

PARENT GROUPS

Once the HEELD program is underway, every effort is made to maintain communication with the parents of those enrolled. Communication is also

maintained with parents of other five-year-olds in the district who have expressed interest in HEELD or whose children are on the waiting list to be enrolled.

Small, informal groups are organized for each attendance area. The groups can meet in the HEELD classrooms or in homes. Notices of the meetings are carried home by the children, or parents are telephoned.

HEELD staff members review the status of the program and the general progress of the classes (progress of individual students, of course, is reported in private parent-teacher conferences). Parent Group meetings can also be used to answer questions and to ask parents for help with transportation, special activities, and other needs of the program.

Furthermore, the meetings can be used to help parents develop a better understanding of five-year-olds and adopt behavior patterns and procedures at home that support the efforts toward development of physical and language skills at school.

Parent involvement in HEELD can benefit the entire kindergarten. When kindergarten was an issue at Central Point recently, the parents of HEELD children were instrumental in rallying the necessary support to save the kindergarten program.

PHASE 3: CLASSROOM INSTRUCTION

SITE SELECTION

There are advantages to conducting the HEELD program in facilities other than public schools. Most pre-schoolers are helped in their adjustment to school if their first experiences are in settings that are both physically and socially closer to home. Many parents are also more comfortable if their initial contact with "school" as parents is less like their last contact with "school" as children.

Church school facilities, usually empty week days, provide ideal HEELD sites. Lodge halls, community centers, and even homes are also suitable. Selection of site is determined by the location of the children, so site selection should be delayed, if possible, until the roster of participants is fairly complete.

THE SCHOOL YEAR AND DAILY SCHEDULE

HEELD classes conform to the school calendar as closely as possible. Classes begin early in the year as soon as home visits are completed. Classes are scheduled each weekday from 8:30 to 11:30 with the possibility of an additional half hour from 11:30 to 12:00 for individual activity as needed.

Table 1 presents a typical daily schedule.

Adopting districts may consider beginning project classes in January and continuing through the summer school session. Summer classes help to reduce the loss in learning tempo from spring to fall. The summer program provided constructive experiences for Central Point's HEELD students, but attendance was erratic and some 20% of the students did not attend at all. So Central Point shifted to a November-June schedule and developed learning packets for use at home during the summer. The packets are discussed on page 27.

Table 1

A TYPICAL HEELD DAILY SCHEDULE

Time Period	Activity	Group/Individual	Instructor
8:30-8:45	Opening exercises, roll call, share and tell, calendar and date	Large group activity	Teacher or aide
8:45-9:15	Group A - DISTAR math Group B - DISTAR language	Small group, individual	Grp A - teacher Grp B - aide
9:15-9:30 (Optional)	Glasser discussion (periodic)	Large group	Teacher
9:30-9:45	Peabody lesson (selected to coordinate with DISTAR)	Small group, individual	Teacher and/or aide
9:45-10:00	Frostig lesson	Small group, individual	Teacher and/or aide
10:00-10:15	Snack time		
10:15-10:45	Group A - DISTAR language Group B - DISTAR math	Small group, individual	Grp A - teacher Grp B - aide
10:45-11:15	Physical education	Large/small group activity	Teacher and/or aide
11:15-11:30 (Optional)	Story time or	Large group, small group, individual	Teacher and/or aide
	Science: A Process Approach Discussion or	Large group, small group, individual	Teacher
	Social living discussion	Large group, small group, individual	Teacher
11:30-12:00	Individual activity based on need		Teacher and/or aide

NOTE: A twenty minute music period can also be scheduled two or three days each week.

THE INSTRUCTIONAL PROGRAM

Formal instruction is oriented toward groups of eight to ten children and toward individuals with specific needs. Instruction is offered in sequences so that each succeeding unit of instruction builds on the preceding unit and capitalizes on the success the child has had with that unit. Children are not asked to undertake learning tasks until they are ready for them.

Emphasis is on development of visual-motor perception and on language skills. Instruction should include science and social living activities since these less structured language activities give children opportunity to use their language in life-like situations. Music and art should be planned as part of the instructional program because they reinforce and broaden the development of physical skills. Music develops the senses of rhythm and timing and expression through body movement. Art activities develop perception of form and color and reinforce physical skills through coloring, cutting and pasting.

The instructional areas are summarized below.

Perceptual and Physical Development. A lag in visual development handicaps the child as he learns to read. HEELD provides early diagnosis of visual problems and includes activities to help correct the problems. A number of programs and materials for visual development are available commercially. Central Point used The Frostig Program for the Development of Visual Perception. Materials of this program also help with fine and gross motor training. Valett's Remediation of Learning Disabilities provide curriculum ideas for visual perception and motor training. Other recommended materials include McGraw-Hill's KELP Learning Kit and Developing Learning Potential, and Body Management Activities produced by MWZ Associates.

Lists of instructional materials and other resources appear as Appendix B to the guide.

Jump ropes, balls, balance beams and trampolines can also be used for the physical development of HEELD students.

Language Skills. Emphasis is on comprehension of words, becoming aware of the differences between familiar and unfamiliar words, and on building a vocabulary. Children learn the importance of understanding directions, and learn that if one does not understand every word in the directions one may not know what to do.

Verbal and reasoning skills were taught in the Central Point program through use of DISTAR language and DISTAR arithmetic materials developed by Science Research Associates because they seemed to offer the learner the most active involvement and rapid movement.

Science and Social Living. As an effort to bring about some application to real life of the skills being learned, science and social living are included in the HEELD program. Science: A Process Approach (Kit A), available from Xerox-Ginn and Company, is used at Central Point. Students become involved in exploration of various concepts and verbalize their ideas. The kit can be used once a week.

Social living materials (and all other materials used with HEELD, for that matter) should correspond to those adopted for the other instructional programs of the district. Allyn and Bacon's Understanding Myself, and Holt, Rinehart and Winston's Inquiring About Myself have been used at Central Point. As in the science area, students used these materials to develop language and reasoning skills.

Teachers can also make use of the concepts developed by Glasser in his book, Schools Without Failure.

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Application of these concepts in group discussion help the children to understand themselves and others in social situations. Another recommended resource is DVSO--Developing Understanding of Self and Others produced by American Guidance Services.

CLASSROOM STRATEGY

As noted earlier, method is more important to the success of HEELD than materials.

The teacher's role is to set the pattern for each day. The teacher sets up the room and designs the lesson plans. When the teacher works with the entire group, the aide prepares for the next activity. As the teacher helps one group or some individuals, the aide works with the rest of the class. The teacher may work with the high language group, for example, while the aide handles the low math group.

The basic techniques are to encourage repetition until the child achieves a desired level of performance, and to praise each child for any progress no matter how small in order to develop his or her feeling of self worth. Praise fosters an eagerness to please, and eagerness leads to enthusiasm. The enthusiasm of the children is one indication of the success of HEELD.

INSTRUCTIONAL EQUIPMENT

Plans for the operation of a HEELD program should include provision for such basic instructional hardware as film projectors and screens as well as audio tape recording and playback equipment. The program can also use musical instruments, library materials, and expendable art materials.

TESTING

A large part of readiness for school is the ability to analyze and integrate that which is seen. Language development is also important in preparation for school.

Because of the emphasis on visual-motor perception and language development, three tests were chosen for HEELD. These tests are used in screening the children, in planning the curriculum, and to measure growth during the program.

The Bender Visual Motor Gestalt Test assesses visual motor perception. The test consists of nine individual designs on as many cards. The cards are presented one at a time and the child is asked to draw each design. The test is to discriminate among dots, circles, angles and curves. Good reading ability is related to the correct perception of the direction and the shape of the forms and designs. Children with problems in arithmetic have trouble determining the correct number of dots and circles and integrating the parts of the design into a whole.

The Bender Test correlates significantly with the Metropolitan Readiness Test and can be used effectively for screening school beginners. Since it is influenced little by cultural factors, it can assess fairly accurately the readiness of children from middle and lower income families.

Teachers can be trained to administer the Bender Test, but it must be scored by specialists.

The Peabody Picture Vocabulary Test is used to screen children on the basis of their maturity as related to language development. The child is presented a group of four pictures. The teacher speaks a word. The child selects the picture that illustrates the stimulus word. Raw scores are translated to mental age, IQ, and percentile rank. The test can be scored by teachers.

The Peabody Test is selected because it requires short administration time, is easy to score, and also correlates with other indicators of school success.

The APELL Test, a product of Edcodyne Company, is used because it is designed for use with 4½ to 6-year-olds and provides a sampling of items in a number of subject areas. The APELL Test measures visual and auditory discrimination, names of letters, number concepts and facts, and language usage. The relationship is quite high between predictions regarding school success based on the APELL Test and predictions based on the Metropolitan Readiness Test. The APELL Test can be administered and scored in the classroom.

The three tests, Bender, Peabody and APELL, are used to gather baseline data to give direction to programs for individual children. They are also used as post-tests to indicate growth.

RECORD KEEPING

A number of records relating to the children, their participation in the HEELD program, and the results of their tests will facilitate the operation of the program.

Included in Appendix C are reproductions of five forms used in the pilot project at Central Point:

(1) Nine Weeks Conference Form
(2) Report of Pupil Progress Form
(3) Kindergarten Pupil Progress Report Form
(4) Primary Diagnosis and Prescription Card
(5) Continual Individual Data Card

The forms are self-explanatory. Adopting districts may modify or adapt these forms to their own needs.

PHASE 4: SUMMER "MAINTENANCE" AND FIRST GRADE

LEARNING PACKETS

In lieu of summer school (p. 19), learning packets are developed for each child to work with during the summer. The packet is given to the parents at the last parent-teacher conference near the close of the school year.

Each packet contains activities for parents to do with their child in math, language, reading readiness, and physical education. A sample learning packet appears as Appendix D.

Midway through the summer a "packet party" is held. Each child's progress with materials in the packet is checked and some sort of reinforcement is offered.

On completion of the packet, each child enrolled in the Central Point project received his or her own personal copy of I Can Read It, a Follett publication. This is only one of many appropriate rewards that may be given for satisfactory participation.

FINAL TESTING

Children are evaluated at the end of the HEELD Program by the post-tests of the same instruments that were used in selecting them for the program.

In addition, the Metropolitan Readiness Test can be administered just before the close of school in June. The alternate form of this test can be given upon entry into first grade to provide indicators of the effectiveness of the learning packets used during the summer. If a child's fall score on the Metropolitan Test matches his/her spring score, the learning packet can be said to have helped maintain skill levels during the summer.

At the end of first grade, HEELD students can be evaluated again with the Metropolitan Achievement

Test, Primary I Battery. The same test can be used on completion of the second and third grades.

As noted earlier (p. 24 and 25), the Bender, Peabody and APELL Tests can also be used as post-tests to indicate growth.

ENTERING FIRST GRADE

HEELD children can be assigned to a single first grade classroom and either kept as a group within that classroom or mixed with the other students. Another procedure is to assign HEELD children singly or as small groups among a number of first grade rooms. Since so many variables influence decisions of this kind, the project makes no recommendations as to which method of assigning HEELD students is the best.

An optional activity of the program is to arrange for HEELD teachers to spend the first two weeks of school in the first grade classrooms. They can help the first grade teacher conduct the testing, make recommendations concerning assignment of the children to groups, and otherwise help their former students make the transition from the more intimate HEELD setting to the larger first grade classroom. Central Point found this involvement of HEELD teachers in the first grade to be very useful, but as the program grew, and HEELD became more a part of the total kindergarten program, this activity had to be dropped for lack of available staff time.

FOLLOW-UP THROUGH SECOND AND THIRD GRADES

As noted earlier (p. 27), an adopting district can monitor the progress of its HEELD students through second and third grades by administering the Primary I Battery of the Metropolitan Achievement Test.

APPENDIXES

Appendix A

NEWS STORY, MEDFORD MAIL TRIBUNE

A-1

District 6 Program To Explore Teaching Of School 'Readiness'

BY MARJORIE O'HARRA
Mail Tribune Staff Writer

CENTRAL POINT — He just blew out all the candles on his birthday cake with one big puff, but this doesn't necessarily mean the little freckle-faced boy who just turned six is ready for school. He's grinning proudly now, but he cries a lot when he plays. The other kids call him clumsy.

And the quiet little girl at the party? The one with the pigtails.

She'll start school next September, too, but chances are it is going to be a pretty discouraging experience for her. It isn't that she doesn't know things, it's just that she doesn't yet have a language to tell others what she knows.

Being ready for school — teachers call it "readiness" — isn't something that just happens when a youngster reaches school age. Some are ready. Some are not. But there are educators who believe that readiness is something that can be taught — and in School District No. 6 they are all set to give it a try.

Federally Funded

The district has received word that a three-year federal funding has been approved (Elementary and Secondary Education Act, Title III) for implementation of the Early Elimination of Learning Disabilities program written by Bill Brewster, director of elementary education; Allen Hill, principal of Jewett School; and Mrs. Jean Nelson, presently Title I coordinator for the district. Fully funded for the 1971-1972 school year at the amount of $78,652, the three-year program will total approximately $235,000 if complete funding is continued.

5-Year-Olds

The 5-year-olds in the district (an estimated 280 of them) will be located. Then Mrs. Nelson will contact the parents, visit with them, get to know them and their youngsters. They will talk about how they can work together to make that all important first year in school a successful year.

Based on experience, the district expects that at least 40 percent of the 5-year-olds in the district will benefit by being involved in a readiness program before they enter the first grade in September of 1972.

Neighborhood Classes

These youngsters will be invited to participate in small group half-day classes that will start in January in their own neighborhoods, "... church rooms, Grange halls, living rooms, whatever we might find suitable and available to rent," Hill said.

Seven teachers and seven aides will be hired (the entire expense of the program is funded under the federal grant) and they will be specially trained in testing, evaluation and instruction. They will work with the children, and continue close contact with the parents, "...to work together to do all that we can as a team with the parents to help the children get a good start in school. We feel it is a mutual responsibility," Mrs. Nelson said.

Present plans are for the children to go from this one semester small community cluster experience to a six-week summer school experience. In September then, they will enter the first grade.

Better Ways

"The ESEA Title III money is granted to programs that are believed to present promising new practices — exemplary programs to meet special needs," Brewster explained. "In the program we wrote and submitted we tried to summarize our ideas about what we felt would help give first graders a better break."

"There is no point in going on the same old way — trying to teach a child something he can't learn," Mrs. Nelson said. "Come watch the class that is in the gymnasium now. These are first graders who are getting special help for an hour and a half each day."

Coordination, Organization

The children were jumping rope, using the trampoline, walking the balance beam bouncing balls, climbing, crawling through a tube.

"Some things we have them do may look ridiculous," Mrs. Nelson said, "but we have evidence they are not. Physical activity builds coordination. A child must learn to do large things, like jump rope and bounce a ball, before he can do small things, like use his finger muscles. Before he can control his eye muscles and learn to read, he must learn to control his whole body.

"The children also learn to follow directions here, and to remember a pattern of things. They are trained in sequence and organization."

Four years ago, she said, in one school in the district, 20 percent of the first graders tested were not ready for beginning reading instruction. Last year in the same school it was close to 40 percent.

Why?

"Just a guess, but I'd say society is to blame — and too many hours sitting in front of a television set. A child may learn many things from watching television, but it is only a one-way communication and he learns no verbal interchange."

Ability To Communicate

Mrs. Nelson said that a child who spends too much time watching television not only fails to get the physical activity he needs, but he doesn't learn to communicate, to organize his thoughts and put them in a verbal language.

She suggests parents should start to read to their children when they are as young as six-months-old, so that they learn to feel the rhythm in words, become familiar with language and realize that writing is visual language on paper.

She said it is difficult for some first graders to think in complete thoughts or talk in sentences. "These are the kinds of children we can help by reaching them before they start school," she said.

We visited a class where

youngsters were identifying pictures. They were learning that leaves may also be called foliage; that cars may also be called vehicles; that nails have a point, a shaft and a head. They were describing what they were seeing in complete sentences. They were not saying, "Pencil," but, "This is a pencil."

Good To Feel Good

The teacher asked the youngsters what they had been learning this year and their chant-shouted reply came through loud and clear: "If we talk big and work hard and do well we'll get smart and feel good about it."

"That's what it's all about," Mrs. Nelson said. "If a child is a loser the first year, he's a loser in his own mind all his life."

Complete evaluation of the Early Elimination of Learning Disabilities program is to be done by an outside, independent agency. The Northwest Regional Laboratory in Portland has been contracted for the first year's evaluation of the Early Elimination of Learning Disabilities program in District No. 6. The data collected will make it possible for other school districts to profit from the knowledge gained, and from the effectiveness of the project.

Appendix B

SELECTED BIBLIOGRAPHY AND SUGGESTED INSTRUCTIONAL AND TESTING MATERIALS

B-1

LIST OF ADDITIONAL
MATERIAL AND MATERIAL USED IN CLASS

Material used in class:

SAPA Science Material - Kit A
DISTAR I--Language
DISTAR I--Math
DISTAR I--Reading
Allyn & Bacon--Learning About The World
Holt, Rinehart & Winston--Inquiring About Myself
Peabody Language Development Level I and II
Marianne Frostig--Development of Visual Perception
KELP Learning Kit--McGraw-Hill
Developing Learning Readiness--McGraw-Hill
MWZ Associates--Body Management Activities
Belgau, Frank--Motor Learning Activities
Rhymes for Figures and Flannelboards--McGraw-Hill
Talking Time--McGraw-Hill
Learning Time with Language Experience for Young Children--McGraw-Hill
Trampoline, balance beam, jump ropes, bean bags, individual pegboard and pegs, puzzles, parquetry blocks and patterns, square blocks and patterns, and clay.

Any additional material that would usually be found in a primary classroom.

Assessment Materials:

Bender-Gestalt Designs
Peabody Picture Vocabulary Test
Frostig Test of Visual Perception
Metropolitan Readiness Test
Metropolitan Achievement Test Battery
Above test used pre and post with all participants.
Other individual tests as needed.

Copies of the following materials are available:

Social Living Units
Perceptual Motor Materials

Parents' Handbook
Summer Maintenance Packets
Operations Manual
Suggestions for Music Activities to improve body rhythm
Progress Report Form
Form letter to parents

Staff Resource Books:

DeHirsch, Katrina, Jeannette Jansky and William Langford. Predicting Reading Failure. New York: Harper and Row, 1966.

Englemann, Siegfried. Preventing Failure in the Primary Grades. Chicago, Ill.: SRA, 1969.

Englemann, Siegfried. Teaching Disadvantaged Children in the Pre-School. Englewood Cliffs, N.J.: Prentice Hall, 1966.

Englemann, Siegfried. Give Your Child a Superior Mind. New York: Simon & Schuster, 1966.

Glasser, William. Reality Therapy A New Approach to Psychiatry. New York: Harper & Row, 1965.

Glasser, William. Schools Without Failure. New York: Harper & Row, 1965.

Harris, Thomas A. I'm O.K., You're O.K. New York: Harper & Row, 1969.

Kephart, Newell. The Slow-Learner in the Classroom. Second edition. Columbus, Ohio: Charles E. Merrill, Publishing Co. 1971.

Koppitz, Elizabeth. The Bender Gestalt Test for Young Children. New York: Grune & Straton, Inc., 1964.

Scott, Louise Binder. Learning Time With Language Experiences. St. Louis: McGraw-Hill.

Scott and Thompson. Talking Time. St. Louis: McGraw-Hill, 1966.

Scott and Thompson and others. Rhymes for Fingers and Flannel Boards. St. Louis: McGraw-Hill, 1960.

Cruickshank, William. The Brain Injured Child in Home, School, and Community.

Delacato, Carl. A New Start for the Slow Reader.

Kronick, Doris. Learning Disabilities. Chicago: Developmental Learning Materials, 1969.

OTHER PROJECT--PRODUCED MATERIALS

HEELD Illustrated Information Pack Folder includes Parent Handbook Your Child & You.

HEELD Fact Sheet--one page.

HEELD Project Synopsis--3 pages.

From Losers to Winners -- HEELD Project Brochure--8 pages.

Summer Packet Samples.
Report Forms for Parents.
Cumulative Record Cards.
Data Cards.

Appendix C

SAMPLE REPORT FORMS

C-1

Teacher's Signature _____

Parent's Signature _____

Nine Weeks Conference

Social Habits

1. Gets along well with others (Courtesy, Responsibility)
2. Shares willingly with others
3. Follows class rules

Physical Education

1. Balance beam:
   - A. Walks sideways
   - B. Walks forward
   - C. Walks backward
   - D. Picks up objects from
   - E. Plays catch
2. Skips
3. Hops:
   - A. With right foot
   - B. With left foot
4. One leg stand (10 seconds)
   - A. Right foot
   - B. Left foot
5. Rope jumping
6. Ball handling
   - A. Throws
   - B. Catches
   - C. Bounces
7. Coloring
8. Uses pencil correctly
9. Uses scissors correctly
10. Pasting
11. Assembles puzzles
12. Knowledge of rightness and leftness (directions)

Attendance:

Days Present _____ _____

Days Absent _____

Times Tardy _____

Key: X = Mastery
/ = In Progress
O = Not Introduced As Yet

Pupil's Name _____

Language and Pre-reading

1. Is a good listener
2. Follows directions
3. Writes name correctly, l to r
4. Distar Language:
   - A. Says the whole thing
   - B. Usage of plurals
   - C. Usage of the "not" statement
   - D. Usage of action statements
   - E. Usage of prepositions
   - F. Other skills taught (list)
5. Frostig Skills:
   - A. Form Constancy
   - B. Figure-Ground
   - C. Visual-Motor
   - D. Position in Space
   - E. Spatial Relationships
   - F. Other Frostig skills taught (list)
6. Distar Reading I

Arithmetic

1. Can count correctly to
2. Can count objects to at least
3. Recognizes numerals
4. Writes numerals
5. Understands "plus"
6. Understands equality
7. Performs simple addition
8. Performs simple subtraction

Science _____

(list concepts) _____

Social living _____

(list units) _____ _____

PUBLIC SCHOOL DISTRICT NO. 6
CENTRAL POINT, GOLD HILL, SAMS VALLEY, OREGON

REPORT OF PUPIL PROGRESS
in the
PRE-SCHOOL HEELD* PROGRAM
April, 1972

Dear Parent:

This "report card" has been prepared to give you a record of the parent-teacher conference held to report the progress of your child in the HEELD*. Individual pupil progress cannot readily be reduced to symbols on paper. We trust that your meeting with the teacher has given you a much more complete picture of your child's achievement and a chance to ask questions of special interest to you.

We wish to thank you for attending this conference and we hope that you will continue to confer with your child's teacher whenever you have a question. And thank you for sharing your child with us.

Sincerely,

William B. Brewster
Project Director, HEELD*

Child Teacher

*Helping Eliminate Early Learning Disabilities
Funded under Title III, ESEA

Teacher's Comments

SCHOOL DISTRICT 6

PUPIL PROGESS REPORT
KINDERGARTEN

CENTRAL POINT, OREGON

PUPIL_____

SCHOOL_____

DATE_____19___

TEACHER_____

Only those areas which are appropriate for evaluation at this time are checked.

EDUCATIONAL DEVELOPMENT	STEADY PROGRESS	SEE COMMENT	1ST QUARTER ATTENDANCE: PRESENT___ABSENT___ COMMENTS OR GOALS	STEADY PROGRESS	SEE COMMENT	2ND QUARTER ATTENDANCE: PRESENT___ABSENT___ COMMENTS OR GOALS	STEADY PROGRESS	SEE COMMENT	3RD QUARTER ATTENDANCE: PRESENT___ABSENT___ COMMENTS OR GOALS	STEADY PROGRESS	SEE COMMENT	4TH QUARTER ATTENDANCE: PRESENT___ABSENT___ COMMENTS OR GOALS
ORAL PARTICIPATION												
SPEAKS CLEARLY												
RECOGNIZES LETTERS												
DECODING SKILLS												
AWARE OF LIKENESSES AND DIFFERENCES												
RECOGNIZES SHAPES, DESIGNS, LETTERS AND NUMERALS												
LISTENS AND FOLLOWS DIRECTIONS												
KNOWS COLORS												
SCIENCE: LIST CONCEPTS												
SOCIAL STUDIES: LIST CONCEPTS												
PHYSICAL DEVELOPMENT												
SHOWS SMALL MUSCLE CONTROL (USE OF SCISSORS, CRAYONS, PENCIL CLAY, AND SMALL ITEMS)												
SHOWS LARGE MUSCLE CONTROL (SKIPS, HOPS, JUMPS, BALANCES, BALL HANDLING, PAINTING, PLAYGROUND EQUIPMENT.)												
EYE-HAND COORDINATION												
KNOWLEDGE OF RIGHTNESS OR LEFTNESS												
SOCIAL AND EMOTIONAL DEVELOPMENT												
PLAYS AND WORKS COOPERATIVELY												
ASSUMES RESPONSIBILITY												
WORKS INDEPENDENTLY												
SHOWS SELF CONTROL												
RESPECTS RIGHTS OF OTHERS												

Name	Birthdate	Tel.	Additional Information on back
Large muscle difficulty (running, jump rope, balance)	Distra Reading Lesson	Language Math	Inconsistent attendance
Small muscle difficulty (cutting, coloring, pasting)	Begin September		Health problem
Difficulty discriminating different (color, form, shape, size)	Circle Sounds learned: m a s e f d r i th c o n t a h u g l w w sh l k o v p ch e b ing i y er j x oo y y wh z cu u		Inconsistent in performance
Attention focused on irrelevant detail			Difficulty in sound discrimination
Frequently loses place on work page			Difficulty identifying rhymes

Difficulty with jigsaw puzzles	Difficulty making or copying forms	Inconsistent hand preference	(Directionality confusion (near-far, etc.)	Difficulty in sequencing	Misjudges distance in work and play	Difficulty focusing on one task	Hyperactive	Overly aggressive	Withdrawn	Exaggerated emotional responses	Cannot follow verbal directions
											Difficulty expressing thoughts
											Difficulty repeating verbal sequences
											Not accepted by peers

DIRECTIONS FOR MARKING

If an item does not pertain to the child please cut out the corresponding notch on the dotted line. Information such as medication, parent cooperation, etc. can be placed on this side of card.

DISTRICT 6 PRIMARY DIAGNOSIS AND PRESCRIPTION CARD

Boy

Girl

Attendance

HEELD

Standard

Enrolled 100 days

Enrolled less than 100 days

Dropped

Reentered

Other

Other

Name Birth Date

Address

Parent Phone

71/72	72/73	73/74	74/75
WAVE			

ATT. AREA

1 Rich.

2 Jew.

3 CPE

4 G.H.

5 S.V.

6 Prospect

7 Ashland

8 Falls City

Pre Peabody MA _____ CA _____

Post Peabody MA _____ CA _____ 1½ yr. growth in MA or equal ratio of MA to CA

Summer Packet Begun _____ Finished _____

Pre Frostig VM _____ FG _____ PC _____ PS _____ SR _____

Post Frostig VM _____ FG _____ PC _____ PS _____ SR _____ Scaled Score+8

Pre Bender Score _____

Post Bender Score _____+ 8

Metropolitan Raw Score _____ Spring _____ Fall _____

First Grade Reading Test Date _____ Score _____ (1.9)

Second Grade Reading Test Date _____ Score _____ (2.9)

Third Grade Reading Test Date _____ Score _____ (3.9)

REFERRAL

Date	Agency	Comment

DISPOSITION

SPECIAL TESTS

Test	Date	Results

Appendix D	EXAMPLES OF SHEETS INCLUDED IN LEARNING PACKET FOR HOME USE DURING SUMMER
D-1	

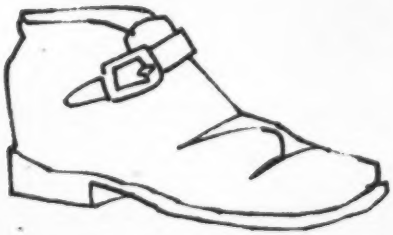
Teaching <u>on</u> and <u>between</u>.

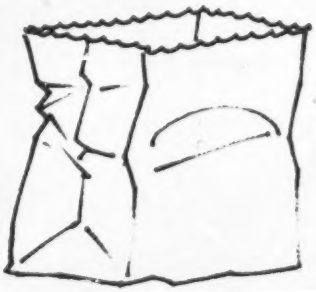
(Praise the child for correct responses. Correct mistakes immediately.)

Cut and paste, so we can say -- The shoe is on the chair.
The paper bag is between the chair and the rabbit.

Where is the shoe? Say the whole thing.
<u>The shoe is on the chair</u>.

Where is the paper bag? Say the whole thing.
<u>The paper bag is between the chair and the rabbit</u>.





Teaching categories: Buildings

(Praise the child for correct responses. Correct mistakes immediately.)

Is this a building? Yes.

What kind of building is it? This building is a house.

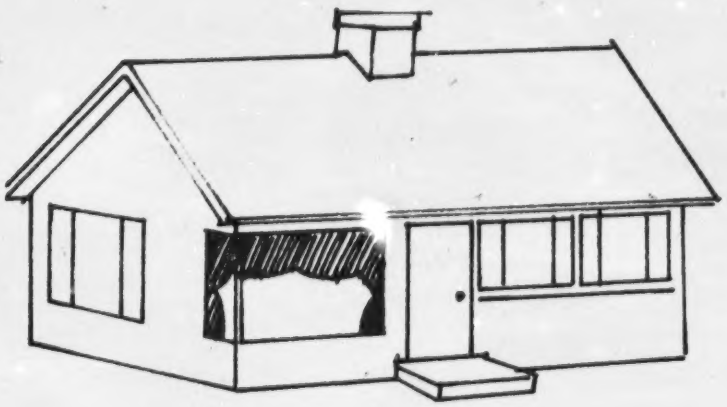
A building has walls and a roof.

Does this house have walls and a roof? Yes.

So, is it a building? Yes.

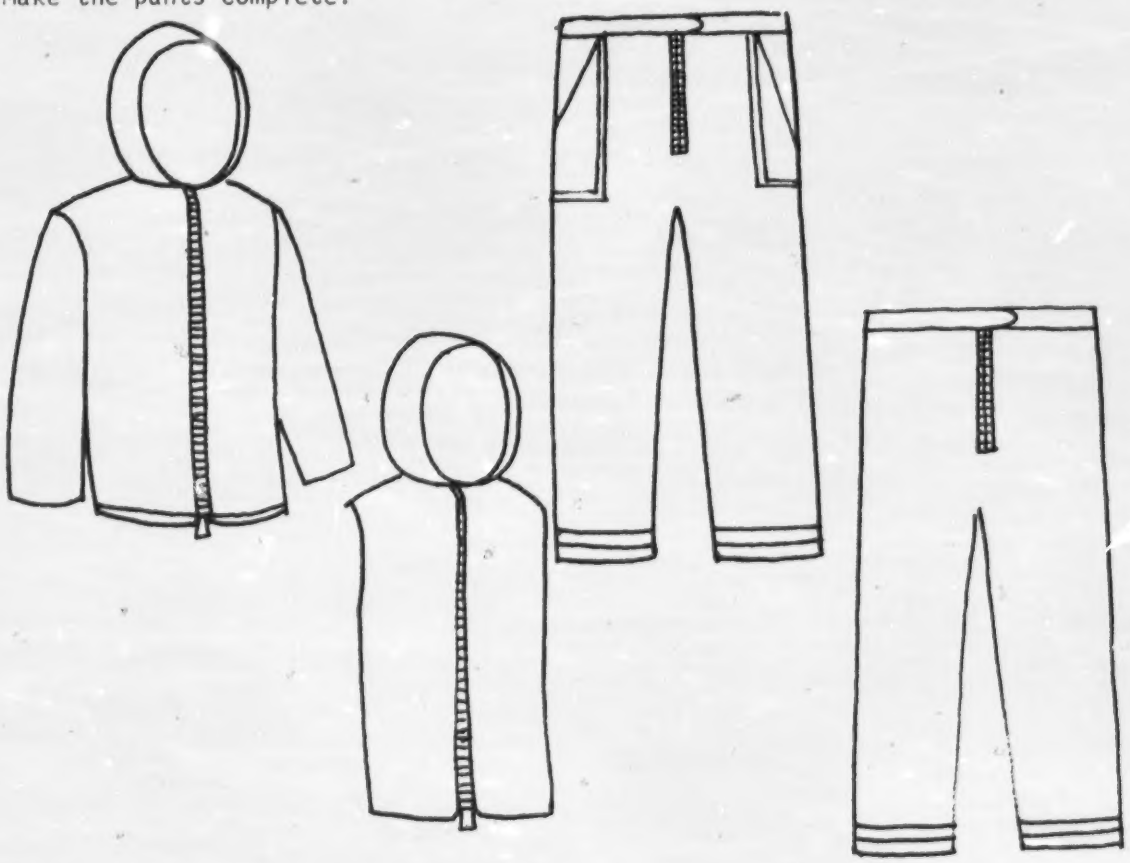
How do you know? It has walls and a roof.

Color and cut out this building. Look in old magazines, catalogs and papers, and find other kinds of buildings. Cut them out and paste them on a large sheet of paper.



Teaching parts: Jacket and pants
(Praise the child for correct responses. Correct mistakes immediately.)

(Point to the complete jacket.) What is this? Say the whole thing.
This is a jacket.
(Point to the parts of the complete jacket.) What are the parts of a jacket? Say the whole thing.
A jacket has a front.
A jacket has a hood.
A jacket has sleeves.
A jacket has a zipper.
A jacket has a back.
(Point to the incomplete jacket.) What is missing?
The sleeves.
Draw the sleeves. Make the jacket complete.
(Point to the complete pants.) What are these? Say the whole thing.
These are pants.
(Point to the parts of the complete pants.) What are the parts of pants? Say the whole thing.
Pants have legs.
Pants have cuffs.
Pants have pockets.
Pants have a waistband.
Pants have a zipper.
(Point to the incomplete pants.) What is missing? Draw the pockets. Make the pants complete.



Teaching categories: Food

(Praise the child for correct responses. Correct mistakes immediately.)

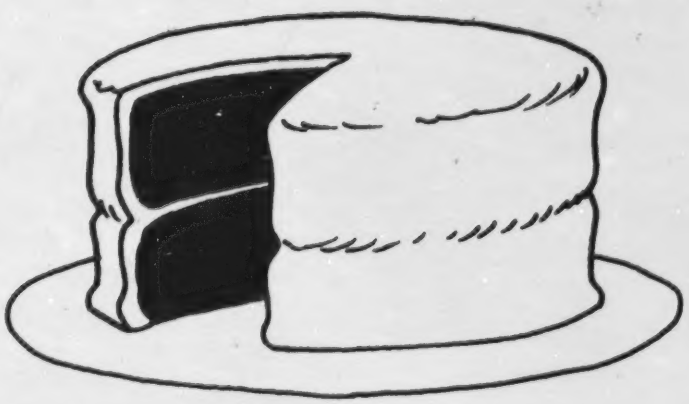
Is this food? Yes.

What kind of food is it? This food is a cake.

If you can eat it, then it's (wait) food.

Say the whole thing. If you can eat it, then it's food.

Color and cut out this food. Look in old magazines, catalogs and papers and find other kinds of foods. Cut them out and paste them on a large sheet of paper.

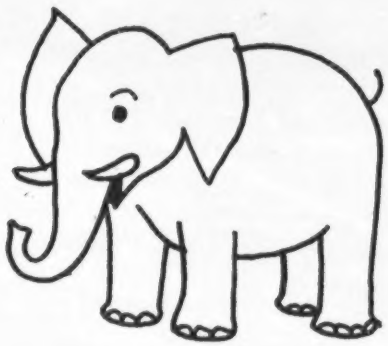


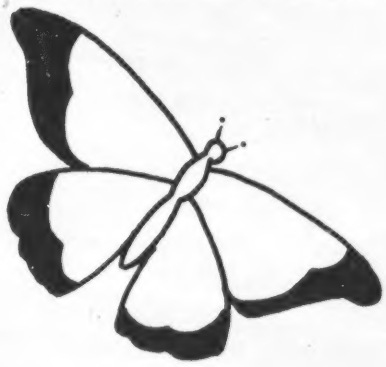
Teaching over, in front of and in back of.

(Praise the child for correct responses. Correct mistakes immediately.)

Cut and paste, so we can say -- The hat is over the elephant.
The butterfly is in front of the elephant.
The ice-cream cone is in back of the elephant.

Where is the hat? Say the whole thing.
The hat is over the elephant.
Where is the butterfly? Say the whole thing.
The butterfly is in front of the elephant.
Where is the ice-cream cone? Say the whole thing.
The ice-cream cone is in back of the elephant.

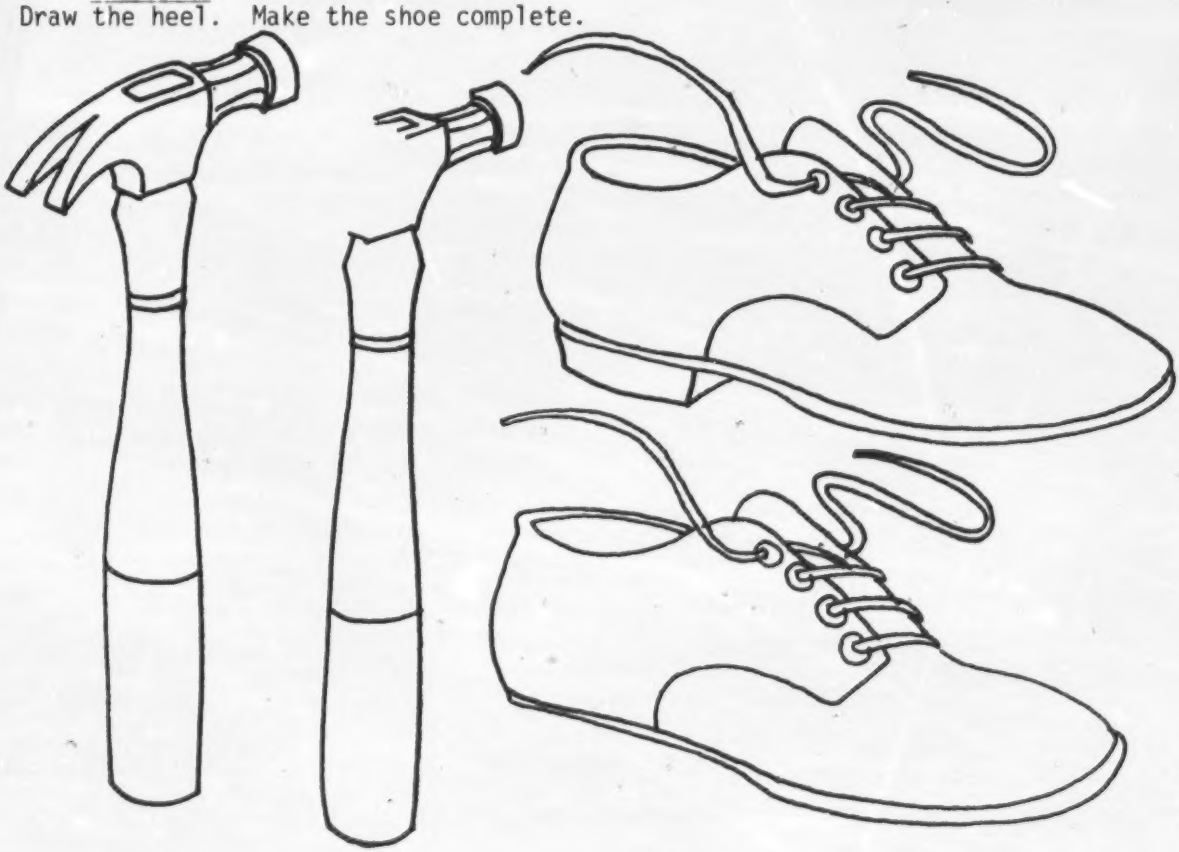




Teaching parts: Hammer and shoe

(Praise the child for correct responses. Correct mistakes immediately.)

(Point to the complete hammer.) What is this? Say the whole thing.
This is a hammer.
(Point to the parts of the complete hammer.) What are the parts of a hammer? Say the whole thing.
A hammer has a head.
A hammer has a handle.
A hammer has a claw.
(Point to the incomplete hammer.) What is missing?
The claw.
Draw the claw. Make the hammer complete.
(Point to the complete shoe.) What is this? Say the whole thing.
This is a shoe.
(Point to the parts of the complete shoe.) What are the parts of a shoe? Say the whole thing.
A shoe has a top.
A shoe has a sole.
A shoe has a heel.
A shoe has a tongue.
A shoe has laces.
(Point to the incomplete shoe.) What is missing?
The heel.
Draw the heel. Make the shoe complete.



YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-4776. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

___ Completely
___ More than half
___ Less than half
___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

___ Completely
___ Partly
___ Not at all

Did you find this publication useful in your work?

___ Often
___ Sometimes
___ Seldom
___ Never

Which section is most valuable? _____
_____

What type of work do you do?

___ Classroom teacher
___ Consultant to classroom teachers
___ School administrator
___ Other _____

Would you recommend this publication to a colleague?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

Did you find the content to be stated clearly and accurately?

___ Always yes
___ In general, yes
___ In general, no
___ Always no
___ Other _____

Were the contents presented in a convenient format?

___ Very easy to use
___ Fairly easy
___ Fairly difficult
___ Very difficult
___ Other _____

Did you find this publication to be free of discrimination or biased content towards racial, ethnic cultural and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
___ Good
___ Fair
___ Poor

When this publication is revised, what changes would you like to see made? _____
_____
_____
_____

Additional comments. (Attach a sheet if you wish.)

_____
_____
_____
_____

Thanks!

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